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ABSTRACT

This tutor's handbook is designed to assist people working with elementary and junior high school students who have learning problems. Emphasis is on (a) building a good relationship between tutor and tutee; (b) describing a profile of children with learning problems; (c) giving descriptions of common reading problems, general tips for tutoring, tips for later sessions, and tutoring reading and math; (d) avoiding the pitfalls of tutoring; (e) using audio visual equipment; and (f) giving a brief description of games to improve both reading and math skills. (MJM)

RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

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The Tutor's Handbook

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This Tutor's Handbook is dedicated to the many School and Community Service Volunteers both at Ramapo High School and Spring Valley High School, who have given so much of their time, their energy, and their expertise to help children with learning problems.

We would like at this time to express our thanks to Dr. Thomas J. Lee, Director of Elementary Education and Mr. Edward R. Kolevzon, Director of Secondary Education, for their encouragement and help in making this Handbook possible.

Esther Camber, Spring Valley High School
Myrna Tarkan, Ramapo High School

June 30, 1973

RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

Dear Tutor,

Welcome to the School and Community Service Program. This program is concerned with people helping people. Most of the people you will be working with are the youngsters in the elementary and junior high schools who have been having problems in learning. Your job is to help give these children a more positive self image as they gain confidence in their ability to do their work effectively.

We have prepared this handbook for you. It includes many ideas and aides to help you the tutor. It is important for you to remember, as you use this handbook, that you have volunteered your services to help reinforce the knowledge and skills that the teacher has presented to the children in the classroom. Get to know your child's teacher and keep her apprised of what you are doing. She is very pleased to have you working with her and will appreciate your help.

To aid you in becoming a more effective tutor, you will be expected to attend four tutor-training workshops. The information in this handbook will be explained, and you will be shown how to use it effectively. This must be returned to SCS when you have completed your service, so please handle this material carefully.

Thank you for offering your help to the children who need you. They will respond to your patience, interest and concern. In return we hope that you will find this experience rewarding and that it will contribute to your own growth as a human being.

Good luck!

Esther Cember, SVHS

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RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

SCHOOL AND COMMUNITY SERVICE

THE TUTOR'S HANDBOOK

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Some of this material has been adapted from:

Guidelines for the Volunteer Tutor, EPDA Volunteer Coordinator's Program, Des Moines Area Community College, Ankeny, Iowa 50012

Tutor's Handbook, National Reading Center, Washington, D. C.

Tutor's Handbook, Voluntary Resources Division, Washington, D. C.

PREFACE

CHILDREN LEARN WHAT THEY LIVE

Dorothy Law Nolte

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns with confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

It has often been said that the way a child is brought up will affect his ideas about the world and his attitude toward other people. In what way does the poem reflect this idea? What message does the poem hold for you, the tutor?

Tutoring is a unique experience between the child and the volunteer. In this type of relationship, there is no one method. The way in which YOU help your student will be considered a good method. The tutoring materials you will be working with, for the most part, differ from the materials used in the classroom. They have been developed for the tutor's use and should be adapted and modified by you to meet the special needs of your children.

Building a good relationship. Perhaps the most important aspect of tutoring is the building of a good relationship with your tutee. This relationship can grow only in an environment of trust and acceptance. It will not be accomplished in one or two meetings. Many of the children with whom you will be working have reason to distrust adults. It may be awhile before they are able to accept a stranger's unselfish motivation. Let the child know that he is important to you, that you enjoy being with him. If you come one week, but not the next, he may feel that you didn't come because you really don't care about him. If, for some reason you must leave the program, explain why you are not able to continue during your last session with him.

In getting acquainted, questions should arise out of natural conversation. Don't probe into the child's personal life. Avoid questioning him about his mother, his father, or his father's job. If he tells you about himself, accept what he has to say without comment. By all means do not try to impose your own tastes, attitudes, or values upon him. Accept the child as he is. Each child will have some special qualities that you will admire. Perhaps you will learn from him.

It is best not to talk about school. It is important not to take sides against the school or the teacher. Try not to get involved in the personal conflicts of student-teacher relationships. Chances are that if you ask how things are going, the answer will be, "terrible". If he starts to complain about school, say, "this is not the same as school, so let's not talk about it". Explain to the child that since this is not school, there will be no grades and he doesn't have to pretend to know more than he really does. A relaxed atmosphere, free from the tension that some children feel in school, can make learning easier.

Don't expect your student to show appreciation for what you are doing. Even if he has a great deal of feeling for you, appreciation, as you know it, may not be a part of his world and the lack of it does not mean that he likes you any less or doesn't care if you come or not. It is good to be interested in your student, but don't become emotionally involved even though you feel he needs your help. He will sense this and may even take advantage of it by supplying details that may not be true. Keep in mind you are there to supplement his education, not to play the role of a social worker.

Build your relationship slowly. Keep it growing by your acceptance of the child, your faith in his ability, your sensitivity and your faithful attendance.

The First Meeting

The very first meeting with your tutee is all-important. Here you begin to create the kind of atmosphere of mutual respect which makes it possible for learning to take place. All of us, at times, are inclined to overlook some basic ways by which relationships are established. So, examine these items and be sure that you have planned to include them.

1. Learn the child's name and use it in your conversation with him. He should know that you are interested in him as an individual.

2. Tell him your name. Write it down for him. He should be able to identify you as the "ADULT" who is interested in him.

3. Explain your schedule. Write down the time and place you will meet. Give it to him to take home. Make sure that you honor the schedule. These youngsters have been disappointed in the past. Let's not add another disappointment nor prove that all people treat commitments lightly.

4. Try to find out something about your student's interests, hobbies, school success or lack of it. Whatever questions you ask should arise out of natural conversation.

5. Make the session brief. When he leaves, he should:

   a. Have your name and his schedule on a card or in an envelope which will be his for the duration of the program.

   b. Feel that you are looking forward to seeing him at the next session.

   c. Have some idea of what was accomplished during the first meeting.

   d. Have some idea of what you will do next time.

Please Remember:

Commitment: Tutoring demands a definite commitment. Do not start unless you can be faithful throughout the program. Few things will kill a student's faith in his tutor and the program quicker than having a tutor who fails to appear at a scheduled session.

Children with Learning Problems

The child whom you will tutor will be the one who has problems in learning. Knowing some of the reasons why your tutee may be having trouble will help you work with him. Not all of these characteristics will apply to all children, but your child may have one or more of them. Remember that it is possible for children to have learning problems without showing any of these characteristics:

Children with learning problems often have:

1. A Poor Opinion of Themselves

   Lots of children who have learning problems have been told over and over again that they are stupid and that they cannot do things right. Time and time again, the best job they were able to do has not been good enough to make the person for whom they were working happy. Soon they begin to believe that they really cannot do anything right. We all have days like this. Imagine how discouraging it would be to feel that way all the time! Very often if a child does not do very well in school to start with, he decides he is hopelessly dumb, and gets depressed. He stops trying and drops further and further behind in his class.

2. Differences in the Language they Hear at Home and that of the School.

   Understanding the written word depends on a whole set of language skills which the child learns from his home, his family, and his friends before he ever comes to school. Very few families ever speak to each other in the kinds of words and sentences the children are expected to read. So the difference between the words and sentences the child knows how to use in his everyday speech and the ones he is expected to read and understand in school may be a big problem for him.

3. Nothing in Common With School

   Many children who do not do well in school have nothing in common with their schools. This affects them in two main ways: First, the world that they are asked to read about in their textbooks seems very far away from the world they experience outside their classroom. If they have never seen a cow, a story about a farm will not have much meaning for them. Or, if they come from a rural area, a story about a factory in a big city will be hard to understand. Second, the things they are asked to do in school seem to them to have no place in their "real" lives. They may look at learning as "square" and wonder if it can ever be of any use to them. They often hear the school being criticized at home as being a waste of time.

4. Emotional Problems

Many children who have learning problems also have emotional problems. Perhaps their parents quarrel a great deal, are separated or divorced. Maybe the child is sure that no one cares about him. A child who has moved recently and cannot make new friends easily has problems in school. There are many other insecurities a child may suffer from, all of which may interfere with his ability to learn. These may be a poor self image, concern about their physical condition, the need for instant gratification, etc.

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Children with Common Reading Problems

There are quite a number of children who exhibit some of these reading problems. Be alert to this and check your impressions with the child's teacher as soon as you can. She will suggest ways in which you can help the child. Following are examples of common reading errors in visual discrimination:

1. Omission of letters, syllables, words. The child reads "place" for "palace", "very" for "every". Call the student's attention to the fact that he has missed a word. The following device may be helpful for the child to overcome word-by-word reading. Cut two horizontal slits in a card. Make slits wide enough so a strip of paper showing short printed phrases or single words can be passed through.

2. Reversals. There are two types of reversal -- complete and partial. Complete reversal might be "was" for "saw"; "on" for "no", "tried" for "tired". Partial reversal might be "left" for "felt" etc. Failure to read from left to right generally causes reversals in visual perception. Practice in sounding out letters in sequence from left to right should correct this. For example, children are told to observe "stop" (red) and "go" (green) light. Use a word that is frequently reversed and print the first letter in green and the rest in red. The same word should be placed beside the colored word and read afterwards.

3. Letter confusion. b,d,p,q "Big" for "Dig" -- "Pack" for "Quack". This generally indicates that the student is still unfamiliar with slight differences in letter shapes. Point out the differences and try to give associations to help retention. M has two mountains. B has a big belly. Or use words illustrating the initial letter B-boat, D-duck. A picture of a boat should be placed next to the lower part of letter B and to the right of it. A picture of a duck should be pasted next to and to the left of letter D.

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TIPS FOR TUTORING

General Tips

1. Relax and be yourself.

2. PERSONAL CONCERN FOR YOUR STUDENT IS YOUR GREATEST ASSET AS A TUTOR.

3. The attention span of young children is generally short. Plan not one, but a cluster of activities for each session centered around the interests of the child.

4. Respond to the clues that the child gives you as to his interests, strengths, and weaknesses.

5. When you have learned the child's interests, talk about them. Encourage the child to express himself verbally, but don't interrupt him to correct errors in pronunciation or grammar, or you will discourage him from talking freely. A better way to improve his speech is by your example.

6. Vary the activities for each session. Have a lesson plan prepared so that you won't find yourself hunting for something to do, but don't feel that you have to follow it.

7. Always begin your session with work a little below the child's level. This will start the session out by putting him at ease.

8. Follow through on all of your promises. If you say you are going to bring a picture of a whale to the next session, make sure you do. If you agree to read three more pages, stop at three. If you promise to play a game before the session ends, make sure that you leave enough time.

9. Make your student feel that he can have success. Try to find some way to praise him during each meeting. If it is not for his performance, it may be for his attention or his effort. However, a child quickly loses respect for the giver of undeserved praise. Where "Oh, that's great!" is not earned, an honest "I know you can do better, let's try that again" is still a form of praise.

10. Children who have no confidence in themselves create barriers that make learning difficult. Make the best of every opportunity to build in each child a strong sense of personal worth. Helping him to create a better self-image may be as valuable as any skills you can teach him. You can help to make all his school work easier and more successful.

Tips for Later Sessions

1. In general, the less work you do for your student the better. Help him learn HOW to do his own work.

2. A good tutor will spend most of the time ASKING QUESTIONS, LISTENING, AND HELPING THE STUDENT TO THINK FOR HIMSELF, rather than lecturing.

3. When you supply an answer, be sure your student understands how you arrived at it. If you are not sure that he does, test your student with a similar example.

4. Move on to more challenging material as soon as you have established a working relationship. Let him know you have high expectations for him. With this encouragement, he may come to have the same high expectations for himself.

5. Break your tutoring session into several short segments of various activities. For example, at the elementary level, you might allow fifteen minutes for oral reading, five minutes for a game or other fun activity, twenty minutes for arithmetic drill, five minutes game, fifteen minutes for story writing. Your student will get less restless if he knows in advance when the session will end.

6. Try to be creative and imaginative in your tutoring methods. Look for ways to motivate your student and to involve him in the activity.

7. Visit the child's teacher if you have any questions. Teachers are grateful for the work you are doing and they can be most helpful.

8. Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the young person. However, it is not the tutor's role to handle these problems. Bring them to the attention of the teacher or principal.

9. AVOID ASSUMING THE ROLE AND RESPONSIBILITIES OF THE TEACHER AND THE PARENTS. Your job is to help these people, not replace them.

10. Resist the temptation to criticize the schools as a means of identifying with the student. School is an important avenue of opportunity and betterment in our society. The tutor should attempt to improve his student's attitude toward the teachers and schools. This approach will allow the benefits of tutoring to carry over to the school. If the tutor has questions regarding the school's instructional program, its policies and procedures, it is strongly recommended that he speak to the teacher.

11. Always be on time. This adds to the effectiveness of your tutoring. If you are late, the student may begin to doubt the sincerity of your concern for tutoring.

12. Be patient as you explain the same thing over and over. Review and repeat the basic skills he needs to know until they become a part of his thinking.

13. Poor readers are reluctant readers. Have your student read to you, but make it pleasant by making sure he can read the material. If he stumbles on a word, supply it. If you find your student has interests beyond his own reading ability, find a book on the subject and read it to him for a part of your session.

14. Use your imagination. Make up stories or bring in pictures or articles that are geared to his interests. Have your student write stories for you, or let him dictate a story to you. (Kids love to see their work in print.) If he dictates, "We don't got no books", don't discourage him by changing the wording.

15. Many children regard learning only as something that must be done because it is required. Help your student discover that he can use reading to find out the things he wants to know, and writing to put down what he wants to remember or tell others about. Help him to experience the real satisfaction of learning for his own use and pleasure.

16. Be reasonable with what you expect to accomplish as a volunteer. No one expects miracles from you. Some children will show dramatic improvement in academic skills, others will not. Improved report cards are not the way to measure your effect. The warmth, interest and attention you can give cannot be measured. It will reflect in the child's future school experience. Perhaps you will see subtle changes in his feelings toward school or toward himself. He may find more enjoyment in reading, develop a greater awareness of his surroundings, improve his ability to listen, want to try harder. The key to opening a child's world of learning may be in your hands.

17. You have a challenging role to play. Plan your tutoring session carefully.

18. Keep in mind that you are trying to:

    a. Help the student strive toward the academic achievement of which he is capable

    b. Expose the student to enriching experiences

    c. Help the student to create new interests

    d. Build within the student a strong sense of personal worth

SPECIFIC HINTS FOR HELPING THE CHILD IN READING

If your tutee is having problems in reading, and if you have been assigned to help him, please note the following strategies:

Specific Hints for Tutoring Reading

1. If the child does not have a wide experience and talking background, talk with him, show him new things, let him listen to new sounds, try to extend his visual awareness of texture, color, etc. Greater width of experience means more reading readiness.

2. Use a reader different from the one your student uses in school. There are many available at public libraries and school libraries. A bibliography is available in each school.

3. Pick a book a level below your student's ability for free reading. Choose something he is interested in.

4. Read more difficult stories to your student; he will learn new words this way and hear good reading.

5. Don't make your student grope for words he does not know during oral reading practice; tell him the correct word immediately and let him continue. If the student misses four or five words on a page, the book is too hard for him. Do not ask a student questions on something he has read orally. Ask him questions for comprehension after silent reading.

6. Let the student make up stories and tell them to you. You write the story down just as he tells it and, if your handwriting is legible, let him read it back to you. (Take it home and type it if your writing is not legible.) In this way, the student can learn to recognize new words because he remembers the story as he told it. If your student needs encouragement to tell a story, ask him leading questions or begin a story and let him make up the ending.

7. Phonics can be used after the student has reached the second-grade reading level. Start first with beginning sounds, go on to blends, vowels, and endings. Check with his teacher first and follow her suggestions.

8. Matching words and pictures can be used for youngest students and bilingual students.

SPECIFIC HINTS FOR HELPING THE CHILD IN MATH

If your tutee is having problems in math, and if you have been assigned to help him, please note the following strategies:

Specific Hints for Tutoring Math

1. Use games to encourage drill.

2. Don't assume too much about your student; make sure he recognizes the different numbers before going onto anything else.

3. Try a novel approach to learning multiplication tables; try relating the learning to something the student is interested in. A certain amount of drill is unavoidable, but keeping charts of the student's progress may help keep his interest up.

4. Get the student physically involved in his work by providing sticks or buttons for him to work with in solving problems. This will also keep him from counting on his fingers. The student learns only those things which he does. Keep the student actively involved in the work.

5. Try to devise practical problems for the child to solve, i.e., what is the shortest route from school to your home?

Avoid the Pitfalls of Tutoring

Tutoring is a way of trying to help other people. It is not difficult, in trying to help others, to do more harm than good. People who offer help in a patronizing or condescending way easily can compound the very feelings of inadequacy they are trying to help the other person overcome.

To reduce this danger, there are several approaches in helping young people which have proven valuable in other tutoring projects.

1. One way to avoid a patronizing tone is to relate to your student as an equal. Do this in the sense that you and he are human beings with problems and a future to face. Think of working with your student, rather than talking at him. Many tutors like to think of being a friend, and the essence of friendship is the practice of truthfulness.

2. Don't expect your student to show appreciation for your efforts before you have become a friend. One tutor destroyed whatever relationship he had developed with his student by repeating on two occasions, "Here I am traveling ten miles twice each week to help you out of your difficulties and you haven't even finished your homework for me."

3. Empathy is an important quality to seek if you are tutoring. Have enough understanding of your student and knowledge of his background and possible cultural differences so that you accept him as he is, rather than reject him because he is not what you think he ought to be. Be willing to start at his level and take his pace if you want to make progress.

4. Be sensitive in communicating with your student. More than anything, this means being a careful listener.

5. Don't be quick to judge. Many of the students have lived a life of finding themselves judged according to stereotypes of character, ability and intelligence. Avoid perpetuating this pattern.

6. Many of the characteristics which make your student different from you are what make him an individual. Viewed this way, his differences often appear as strengths.

7. Set the same standards of effort for your student as you would set for other students his age. Do not adopt the attitude, "Well, he did as well as could be expected." Avoid lowering standards out of a feeling that they are unattainable. Don't allow your student to just "get by."

* * * * * * * *

You are about to begin a commitment which can reward you with a high degree of accomplishment. Whatever you give to the young people you help will be worthwhile. With dedication, your contribution in time may be an immense one. Approach this commitment with seriousness of purpose and intelligence. You will get from tutoring only what you give to it.

Use of Audio-Visual Equipment in Tutoring

Audio-Visual equipment can be a very effective aid in tutoring. Before you plan on using this, please check with your supervisor at the school and find out whether you are able to use this equipment and the school policy regarding its use. I am sure you realize how important it is to handle this equipment with care.

Cameras: Cameras have proven a very effective teaching aid. They provide the means for children to take pictures of each other and of things they see on trips and other special events. These pictures can be used to motivate and illustrate stories and booklets produced by the tutees. Since the children's own writing should form a major part of their language experience, cameras can help stimulate original written and oral stories.

Tape Recorders: Tape recorders are a valuable asset in improving language skills. Children love to speak or read into them and then to listen to themselves talking. Students are proud when they notice the improvement in their speech.

Typewriters: Typewriters are an excellent device to stimulate children to write their own stories. See if you can get large primer typewriters. This is especially useful for the young child. This is also a good aid in spelling.

Record Players and Records: Find records with catchy lyrics. Play the record then type the words to the song on a ditto. Pass the copies around for a song fest. Children will be motivated to learn new words and how to spell them correctly. Can you think of other ways to use records in language arts?

Film Strips: Find a film strip in the library that you think your tutee would be interested in. Have him see it and then tell you about it. You can write down what he says and then type it up for him to see the new words he has learned by using them.

Television: Have the child watch his favorite program and then write a story (or dictate a story for you to write and read back to him). Talk with him about his likes and dislikes on TV. Motivate him to watch programs that would stimulate him at his age level.

DO'S AND DON'TS IN TUTORING

DO'S

Help your tutee to succeed
Help him raise his image of himself
Help him improve his relationships in school
Give him a model (you) he can identify with
Help him develop skills and information taught in class
Help him improve his study habits
Show him how to seek information
Help him work on his ability to listen and observe
Help him work on his ability to communicate
Provide for him as many enriching experiences as possible
Encourage him to participate in class activities
Help him by being a partner with his teacher
Show your interest and concern

DONT'S

Don't try to replace the teacher
Don't try to change the way he was taught
Don't try to be his counselor, but listen sympathetically
Don't say anything against his parents, or friends
Don't criticize his teacher or his school
Don't go over the teacher's head to a higher authority
Don't lose your patience
Don't expect appreciation
Don't disappoint him by not living up to your promises
Don't be late for your session
Don't be unprepared

How many do's and don'ts of your own can you add to the above?

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VI

GAMES TO HELP IMPROVE READING SKILLS

1. Eraser Games

A sentence is written on the board or paper. After reading the sentence, erase a word. The child who can tell what has been erased may erase the next part. This may also be done as a relay race with a list of words, and each child must say his word correctly before he may erase it.

2. I Am Thinking Of A Word That Begins With -

The tutor may begin by saying, "I am thinking of a word that begins with a B." The children ask in turn, "Is it a ball?" "No, it is not a ball." "Is it a boat?" The child who has given the correct answer may think of the next word.

3. Pick A Slip — Supplies: paper or index cards

Children pick slips or cards with a word printed on them. Each card is also given a value for scoring purpose. If the child can say the word, he keeps the card and receives the score.

4. Wordo — Supplies: old bingo cards

Adaptation of bingo, but played with words instead of numbers.

5. Authors — Supplies: index cards

This is an adaptation of the card game by the same name. There are four cards in each book and there are as many books as desired. A book consists of the four forms of a verb such as: play - plays - played - playing. Three or more play the game, depending on the number of books in the set. Each player asks, in turn, another player for a particular card to complete his book. If he receives the card, he may call again. When he fails to receive the card, he draws from the top of the pack. When the four cards of a book have been collected, the book is placed on the table in front of the player. The player having the most is the winner. Each player is required to repeat all the words in his book.

6. Old Maid — Supplies: Deck of cards or index cards

This is another adaptation of a card game using a deck of about twenty cards. The same word should appear on two cards making pairs for all except the Old Maid. This game proceeds as Old Maid, each person drawing from the person at his right. As pairs are formed, the words are pronounced and the book is placed on the table. Continue until all pairs are matched and the Old Maid remains. The Old Maid is required to name all the pairs.

7. Homemade Tachistoscope

This is a device for rapid presentation. List the drill words on a piece of paper, leaving a blank space between words. Insert the paper in a cardboard folder with a "window" large enough to expose one word at a time for a brief period. Keep pulling the slip down as each word is read.

Interest may be added to this procedure by using a vocabulary word related to a subject, such as a clown and using a circus vocabulary.

8. Word Wheel — Supplies: cardboard

This device may be used for reviewing sight vocabulary as the child turns the wheel. A word wheel is made of two circles cut from cardboard and joined by a paper fastener. Selected words are lettered on one circle and a slot is cut in the other to expose a word at a time as the wheel is turned.

9. Book of Action Words — Supplies: construction paper & magazine pictures

Arrange a page for each word in booklet form. Children collect and paste pictures from magazines to illustrate each action word. These words may be: run, jump, come, go, hop, walk, sit, play, work, sleep, eat.

10. Spot the Spoof

Tutor reads a familiar story from reader. In place of some of the newer and "troublemaker" vocabulary words tutor slips in another word. Pupils call out "spoof" when they spot a wrong word and must tell what the correct word should be.

As a child's stock of sight words increases, he will inevitably encounter new words that he needs to attack and recognize in order to pursue his readings with pleasure. Learning to attack a new word by applying phonetic skills is one method of unlocking the door to an unfamiliar word. The following activities will give practice in associating sound with printed symbols. This combined with meaning and word-form clues will often tell the child what a new word must be.

There are many games and variations of games that may be used to reinforce word attack skills. Some of these are as follows:

11. Show Me — Supplies: cardboard

Give each child a complete set of consonant cards. Cards may be cut from shirt fold cardboard, three inches by four inches. In the top left corner print a capital letter consonant and in the lower right corner, print a small letter consonant. Each child spreads his set of cards on his desk. As the tutor pronounces a word, children hold up the card with the correct beginning consonant and the correct ending consonant.

A drill pocket may be used for this same activity. Fold a piece of nine inch by twelve inch construction paper in half lengthwise. Turn up one end about 2 1/2 inches and staple on each side. This makes a card pocket. Cut out pieces of cardboard two inches by four inches for consonants. Children show beginning or ending consonants as words are pronounced.

12. My Own Consonant Dictionary — Supplies: construction paper, pictures

Arrange a page for each consonant in booklet form. Children collect and paste pictures from magazines to illustrate each consonant.

13. Consonant Puzzle — Supplies: lady's hosiery box, pictures, cardboard

Divide the inside bottom of a lady's hosiery box into sections; five sections horizontally and four sections vertically. In each section across the top, print a consonant. Use no more than three different ones. Cut out small pictures of objects having any beginning consonant sounds marked at the top of the box. Mount pictures on cardboard. Children arrange these pictures in the box under the correct beginning consonant.

14. Digraph Train — Supplies: cardboard, construction paper

Make a train of colored paper. Mount it on cardboard. Leave an unglued space where a card may be inserted back of the car. Label the engine ch and four other cards wh, th, sh, ph. As a word is pronounced, the child selects a card naming the correct beginning digraph and places it in the correct car. Or paste small pictures on cards. As a child draws a card, he says the name of the picture, listens for the initial digraph and puts the card in the correct train.

15. Consonant Pictures — Supplies: 8 by 10 1/2 inch paper

Ask children to fold an eight inch piece of paper in half lengthwise. Then fold twice crosswise. Unfold and cut top layer up to the horizontal fold. On each top flap, children write a consonant. Under flap, draw a picture to illustrate the consonant.

16. Picture Dictionary

This would emphasize beginning sounds and blends. Each child may make his own, thereby having only the words he is using and he has the added interest of making it himself. This should be done in alphabetical order, using lower case and capital letters. Illustrations may be drawn or cut out.

17. Structure Word Wheels Supplies: cardboard

These may be constructed to match beginning consonants and blends with suitable words. The consonants are written at intervals on the upper wheel and parts of words are on the bottom wheel. The player turns the wheel until he gets a consonant to complete the word.

18. I Went To _____

This is a variation of the game "I went to Boston and took_____." It is played to give practice on using initial consonants. The tutor may begin by saying, "I went to Fairfield. I took a fairy with me." A child may follow by repeating, "I went to Fairfield," then changing fairy in the second sentence to another word as "I took a fawn with me."

19. Going To The Store

This may be played much like the above game and it, too, is used to develop initial consonants. A tutor may begin, "I went to the grocery store, and I bought potatoes." The child says, "I went to the grocery store and I bought potatoes and peaches." The initial consonants may be changed at the end of the round, and the type of store may also be varied.

After initial sight vocabulary, pupils profit greatly by giving various responses to the meaning of the word. The quickest way to build a sight vocabulary is to associate the printed word with its meaning through the familiar spoken word or with a picture, object or action. We use a sensory experience to teach new meanings. To teach between light and heavy, we use light and senses. If actual objects are not available, the child may learn from pictures as a vicarious experience. The following games should help strengthen meaning in the classroom.

20. Yes and No Cards Supplies: index cards

Each child is provided with a yes and no card. Questions are asked such as "Can it run?" Then word cards are shown for words as animal, cake, cat, chair, engine.

21. Action Drill — Supplies: flash cards

Young children like to dramatize. Let them demonstrate such action verbs as "run" and "jump" by running and jumping in place as the tutor holds up the proper flash cards. Keep the number of words down to a few at a time and drill time short so no one tires.

22. Matching Word Parts — Supplies: cardboard, envelope

This game will aid visual and auditory discrimination of the consonants and phonograms that have been taught. Divide a sheet of cardboard into ten sections, printing one word on each section. Cut the words apart, then cut each word in two, dividing it after the initial blend. Place all the parts in an envelope and have the children assemble the words.

23. Merry-Go-Round

This game will give added practice in recognizing final sounds. The tutor draws a circle representing the Merry-Go-Round. This has boxes for the seats, and each seat is given a letter name. The children take turns giving a word that ends with the letter indicated. If the response is correct, that seat becomes the child's. This may also be used with beginning sounds and blends. (Paper paste may be used for the Merry-Go-Round.)

VII

GAMES TO IMPROVE MATH SKILLS

1. Calendar Numbers — Supplies: page from large calendar, cardboard

Cut apart old calendar sheets and paste numbers on cardboard. Place in envelope and use in variety of ways:

Count by 1's from 1 to 30
Count by 2's from 4 to 18
Count by 10's from 10 to 30
Count by 5's from 5 to 30
Count by 2's using odd numbers
Count backwards

2. Spill the Beans — Supplies: cardboard, 2 large beans, small can

Rule a piece of cardboard into nine small squares. Number these squares from one to nine in no special order. Place the beans in the can. The child spills the beans out of the can onto the board, then adds the two squares in which the beans land. The numbers on the squares can be adapted to the student's ability level.

3. Chair Ring Toss — Supplies: 4 jar rings

Turn a chair upside down on the floor. To each leg of the chair, tape a piece of paper on which is written a score value. The child stands back and throws a set of jar rings at the up-turned legs, adding score. Suit the score value to the ability level of student.

4. Secret Door

Fold a piece of 8 1/2 x 11 paper in half, lengthwise, then fold in opposite way in fourths. Lay the paper lengthwise, with the fold at the top of the desk. Cut vertical folds as far as the horizontal fold, making secret doors. On each door, write a number. Open the door and on the inside, the child may write as many problems he can think of that have as their answer the number on the door.

5. Fish

Make thirteen sets of four cards each. A set consists of one card which shows a single number and three cards which show arithmetic problems which have that number as their answer

Deal six cards and place the remainder in the center of the table. Object of the games is to collect sets that match.

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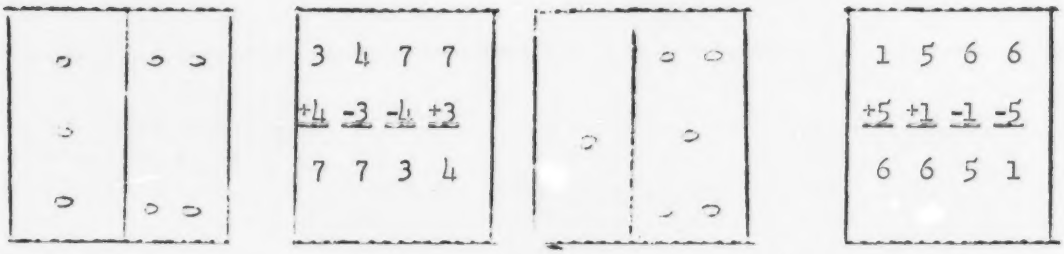
Suppose you have in your hand, 4, 3+4, 9-2. If you get one more 7, you have a set. In your turn, you may say, "Give me all your 7's." If the child has any, he must give them to you. You continue asking for numbers as long as he has the card you ask for. If he does not have any 7's, he will tell you to Fish. Then you draw a card from the pile and your turn is over. Suit the numbers on the sets to the ability level of the student.

6. Dominoes — Supplies: set of dominoes or index cards

Dominoes may be used in many ways to practice number facts. They may be purchased or made from index cards.

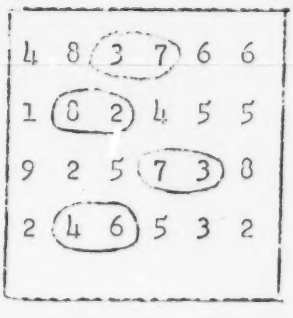
For example: Paste number facts on the back of domino as illustrated:



Front Back Front Back

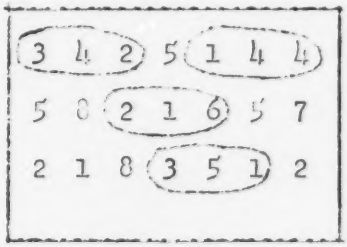
7. Find the Numbers

Write several rows of figures on a piece of paper. In each row, place in sequence, one or more pairs of numbers which add to ten. The child is to find the numbers side by side that add up to ten and circle them. Various number combinations may be used.



OR

Find three numbers in succession which add up to your selected total:



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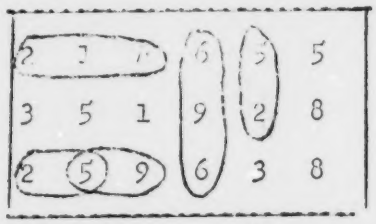
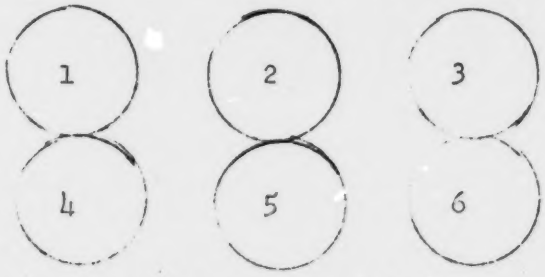
or find those numbers in succession which are multiples of a specific multiplication table you wish to stress:



(multiples of 7)

8. Coin Tricks



These six coins are arranged to form straight lines. Can you move <u>two coins only</u> and make them form a circle?

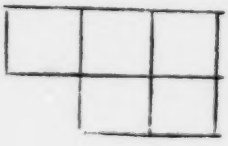
Solution: move 5 to touch 4, place 3 to touch 5 & 6.

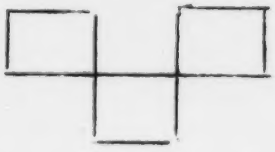
Can you move <u>three coins</u> to form a circle?

Solution: Move 6 to touch 4 & 5, move 5 to touch 3 & 2, move 3 to touch 5 & 6.

9. Toothpicks

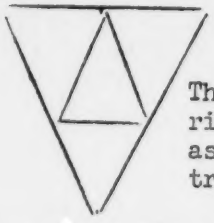
Here are fifteen toothpicks arranged to form five squares. Can you remove three toothpicks and have three squares left?





Here are nine toothpicks which form three triangles. Can you move just three toothpicks and form 5 triangles?

SOLUTION:



The outer rim counts as the fifth triangle.

Here are nine toothpicks. Can you make ten out of them? No fair breaking them.

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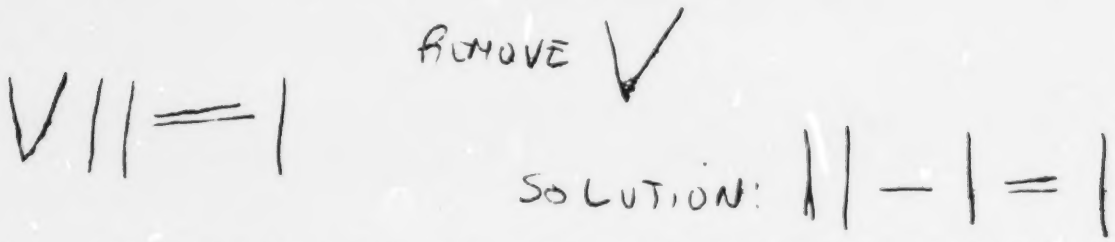
Move (not remove) two toothpicks to make this statement true:

Move two toothpicks to make the solution true:



You have eight toothpicks. Can you take away three and still have eight left.

SOLUTION:

10. Guessing a Birthday

Here is a trick students can play on a friend. Ask him to write down the month and the day of his birthday, using 1 for January, 2 for February, etc. Don't let him show you what he wrote.

Ask him to multiply the month of his birthday by 5, and add 6 to that answer, multiply 4, add 9, and multiply by 5. Then ask him to add the day of his birth to that total. Have him tell you just the total and you can tell him the month and day of his birth.

All you have to do is subtract 165 from the total he gives you. The last two numbers of the answer will be the date of his birth. The first number, or numbers, will tell you the month of his birth. For example, if the answer is 724, the answer is the 7th month (July), 24th day.